

Curriculum Ideas for Teachers

History Intermediate Division

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This pamphlet was prepared by:

Reno Bertoia, History Chairman, Assumption High School, Windsor Roman Catholic Separate School Board

Leone Hamilton, Head of History Department, Bawating Collegiate and Vocational School, Sault Ste. Marie Board of Education

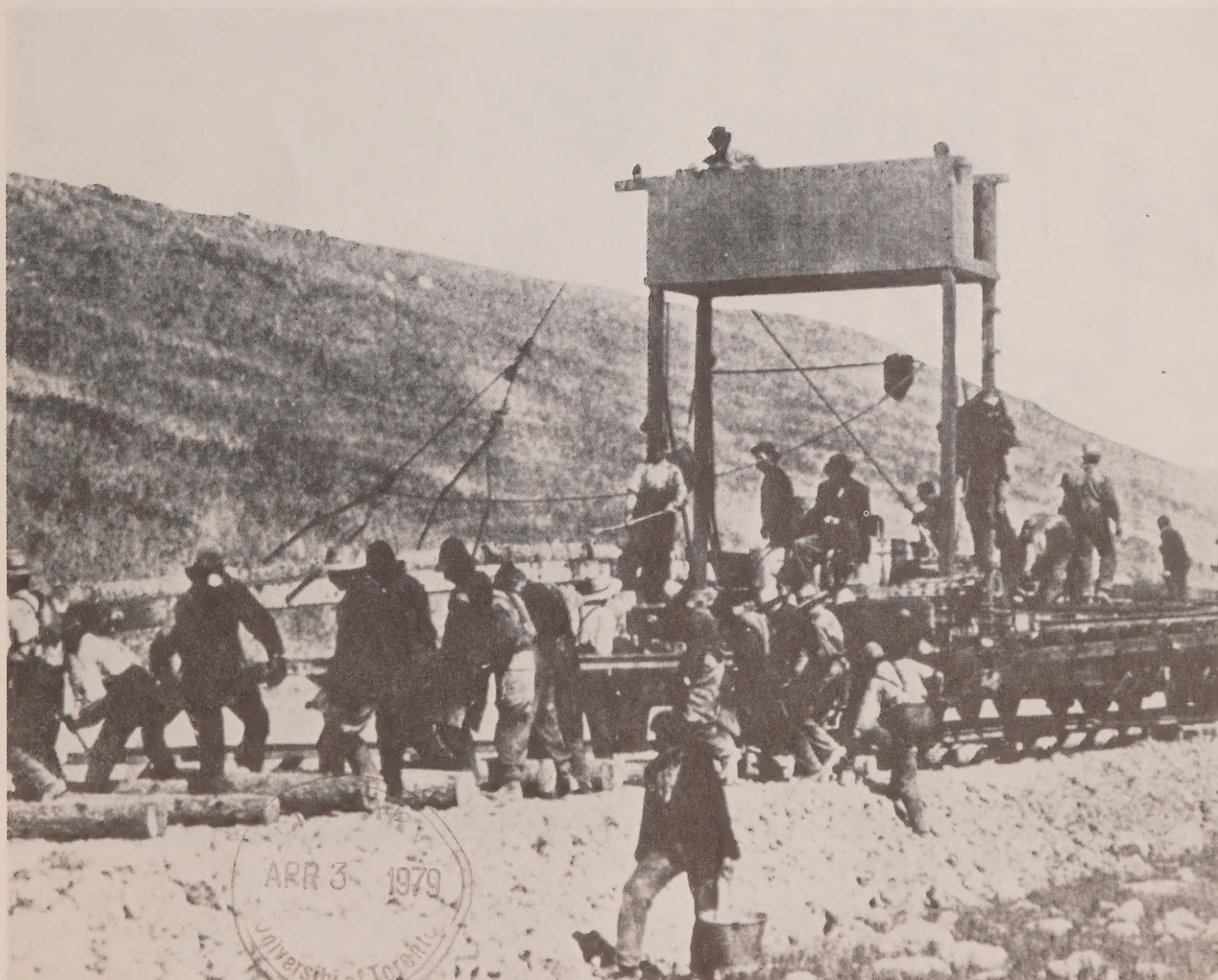
Jamie Henderson, Co-ordinator of Social Studies, Windsor Board of Education

Claire Quinlan, Teacher, Queenston Drive Public School (Mississauga), Peel County Board of Education

This resource document was prepared in support of the Intermediate Division History guideline.

'The Opening of the West' is a core content area in *The Story of Canada and Canadians: A Two-Year Program in Canadian History* for Grades 7 and 8. This document is intended to help teachers plan and implement learning activities related to the study of this topic.

The Opening of the West



Focus of Study

This study focuses on the ways in which individuals and groups faced the challenge of a strange environment, their survival depending on their ability to adapt to new and hard conditions. From this struggle for survival emerged an important change in Canadian history — the development of the West.

Objectives

This unit will provide opportunities for the student to:

1. develop an understanding of the interaction of environment, government, and individuals in the opening of the West;
2. understand why it was impossible for early Canada to control its own destiny;
3. understand the unifying force of the railway;
4. further his/her appreciation of the courage and perseverance of immigrant men, women, and children;
5. appreciate the origins from which the Canadian mosaic grew;
6. analyse why the West was settled;
7. appreciate the need for law and order in the West;
8. develop research and map-reading skills, and learn to interpret statistics;
9. gain insight into the experiences of individuals of both sexes in the early days of the West.

Manitoba Archives



Settlers Removing Goods from Railway Baggage Car in 1880s

Cover Photo: Building of the CPR

Content Ideas	Strategy Suggestions
<p>1. Introduction Why do people resettle?</p> <p>What challenges have to be met in moving to a new environment?</p>	<p>Students discuss the question of why people move, drawing on the experiences of their own families or neighbours. Students can interview parents, grandparents, other relatives, and neighbours.</p> <p>Students outline a hypothetical trek in 1977 to a new home 1000 miles north of Edmonton, and set forth the expectations, preparations, and anxieties involved in the move.</p>
<p>2. Opening of the West 1750-1867</p> <ul style="list-style-type: none"> – climate – lack of transportation – lack of household and agricultural technology – indebtedness to land companies – culture shock – attitudes of trading companies to new settlers 	<p>Students research the following topics:</p> <ul style="list-style-type: none"> a) the Canadian West before the settlers; b) the obstacles to development found by the new settlers from 1812 to 1867. <p>Students then compare the historical information gathered through their research with the conclusions that they drew in the hypothetical exercise above.</p> <p>Students make a map study of areas controlled by the Hudson Bay and North West companies in 1820.</p> <p>After reading resource materials on the subject, students can:</p> <ul style="list-style-type: none"> a) write a letter to a prospective immigrant from the point of view of a Selkirk settler (man/woman/child) describing life in the West; b) write a similar account from the point of view of a person of native ancestry.
<p>3. Law and Order</p> <ul style="list-style-type: none"> – whisky trade – growing unrest among the people of native ancestry – Fenian raids – power vacuum in the West – creation of NWMP – organization – duties – personalities – incidents (e.g., Riel Rebellion, 1885) 	<p>Brainstorm with the class to draw out their ideas of the American “wild West”.</p> <p>Follow this by brainstorming on the Canadian West.</p> <p>What differences existed between the two cultures? How were they the same?</p> <p>Students research the concept: “The law moves west.”</p> <ul style="list-style-type: none"> a) Students write a letter from an imaginary NWMP officer to his family describing his tour of duty. b) Students organize a kit on the NWMP containing diagrams, pictures, descriptions of tours of duty, and incidents and personalities in its history.
<p>4. The CPR</p> <ul style="list-style-type: none"> – reasons – political and economic – construction of the CPR – survey of routes – labour – working conditions – financing – monopoly – land grants – camp life – reaction of native peoples to the CPR 	<p>The teacher becomes the resource person and leads a discussion on Canada’s urgent need for a railway to link the Maritimes with the Pacific coast.</p> <p>Students watch a short film or filmstrip depicting the physical features of Canada and then discuss the problems of plotting the route of the CPR.</p> <p>Students research the building of the railway, including hiring policies, working conditions, treatment of the native peoples, and the CPR monopoly.</p> <p>Students examine the Pacific Scandal.</p> <p>Which of the following do students consider the most reprehensible: personal corruption; the sale of businesses to American interests; the granting of illegal privileges to American businessmen; the pocketing of money from suspicious sources for personal use?</p>

Content Ideas

Strategy Suggestions

5. Immigration

1867-1914

- government policy
- encouragement through homesteads, free land
- subsidies
- railroad
- who? why? when? where?

a) Students assume the role of agents attempting to encourage settlement in the West. They develop an advertising campaign including posters and newspaper advertisements. Some students may write in the original languages of the immigrants.

b) Students construct a collage using pictures and headings to indicate where, when, and why immigrants came to the West, emphasizing the concept of the population mosaic.

c) Students use statistics to plot a graph showing the total number of immigrants to Canada for every tenth year of this period. An analysis of these statistics could follow.

6. *The Settler's Life in the West*

- homesteads
- role of women
- retention of old customs and traditions
- sod homes - why?
- technology (effects on agriculture)
- farming (wheat)
- social life
- school
- church
- medicine
- difficulties
- soil
- climate
- isolation
- unsuitability of settlers
- prejudice
- effect of new settlement on the lives of the original inhabitants

The teacher outlines and explains the Homestead Act. Students then conduct individual or group research on well-defined topics, paying particular attention to good paraphrasing and the efficient organization of material.

The research material should be readily available in the classroom or in the school resource centre. The following can be used as topics:

- a) Contributions and experiences of such persons as Cora Hind, Charlotte Bompas, Amelia Douglas, James Douglas, Sandford Fleming, Gerald Potts, Cuthbert Grant, and Clifford Sifton
- b) The construction of a sod home (How? Why?)
- c) The suitability of the new settler to the Canadian West
- d) The development of Marquis wheat
- e) The development of reapers

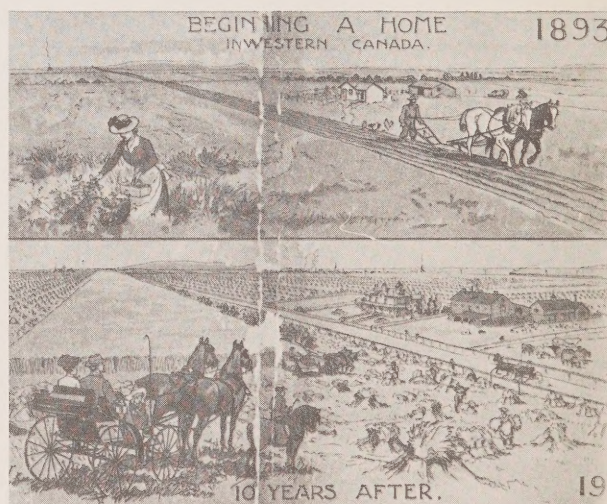
Teachers should conduct a continuous day-to-day evaluation while students are working on these topics.

Synthesis

Using questions raised in this study as a guide, students analyse the importance to Canada of the development of the West.

In addition, some teachers may wish their class to be "twinned" with a class in Western Canada so that they can compare the approaches taken to this topic in both regions. Teachers interested in this idea should write to:

Project Canada
Ministry of Education, Ontario
Mowat Block, 19th Floor
Queen's Park, Toronto, Ontario
M7A 1L2



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 York Fort America Anno. 1715
 The Standard of Trade Viz
 As Settld by the Governour

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Powder	1 p	1			Tobacco Boxes	1 p	1		
Kettles	1 p	1			Agaru	1 p	1		
Brassill	2 p	1			Combs	2 p	1		
Rolls } Tobacco	1 p	1			Horn	2 p	1		
Leaf	1 p	1			Milld	1 p	2 1/2		
Ormillion	1 p	1			Yarn	1 p	1 1/2		
Beads	1 p	1			Yarn Gloves	1 p	1		
Thread	1 p	2 1/2			Whiles	1 p	2		
Sugar	2 p	1			Courne } Shirts	1 p	1 1/2		
Hard Soap	1 1/2 p	1			Blow	1 p	1 1/2		
Gunn. Gun. Port	1 p	13			Capp	1 p	1		
Hatchells	1 p	1			Needles	12 p	1		
Knives	4 p	1			Shoos	1 p	1		
See Pickells	1 p	1			Tinn Cat	1 p	3		
Wrappers	2 p	1			Buttons	1 p	2		
Raggonetts	1 p	1			Waste coat	12 p	1		
Mocotawgon	2 p	1			Fish hooks	1 p	3		
Sword Blades	2 p	1			Cloth	1 p	2		
Axels	8 p	1			Suffell	1 p	1 1/2		
Nett Lines	1 p	1			Baye	1 p	1 1/2		
Feetins of winter	1 p	1 1/2			Flannell	1 p	1 1/2		
Pickon	2 p	1			Gartering	1 1/2 p	1		
Powder horns	1 p	1			Deer Skins	2 p	1		
Flints	16 p	1			Moose Skins	1 p	2		
Pow. Tools	4 p	1							
Pow. Bells	12 p	1							
Looking glasses	1 p	1							
Bath Rings	6 p	1							
Striped Blankets	1 p	7							
Small French Blankets	1 p	4							
Hand Axes	1 p	1							
Gun Houns	4 p	1							

Proviso in then 100 for 100
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 as the Standard price
 one with another



Ox Train Leaving Commission Depot, 1872-74



New Jerusalem, Winnipeg, about 1908



Mennonite Delegation at Dominion Lands Office, Winnipeg, 1873



Henday Enters a Blackfoot Camp, 1754 by Franklin Arbuckle.

Twenty years before the building of its first inland post, the Hudson's Bay Company sent out sixty one-man expeditions from its forts on the Bay to persuade the inland Indians to bring their furs to trade. Anthony Henday made the first of these expeditions, trekking a thousand miles to the Alberta foothills — the first white man to see the Rockies and the first to reach the Blackfoot Indians. His journey of exploration has been described as the most astonishing journey in the history of the North West.

Resources

Books

- Bailey, Mary C. "Reminiscences of a Pioneer". *Alberta Historical Review* XV: 4, Autumn 1967.
- Bannerman, Jean. *Leading Ladies: Canada, 1639-1967*. Dundas, Ontario: Carrswood, 1967. Illus. 332 pp. \$10.00
- Benham, Mary. *Paul Kane*. Toronto: Fitzhenry and Whiteside, 1977. 64 pp.
- Berton, Pierre. *The National Dream and the Last Spike*. Toronto: McClelland & Stewart, 1974. Illus. 512 pp.
- Bruce, J. *The Last Best West*. Toronto: Fitzhenry and Whiteside, 1976. 176 pp.
- Cameron, A. A.; Innis, M. O.; and Richards, J. H. *Living in Canada*. Toronto: Clarke, Irwin, 1968. 312 pp.
- Daniells, Roy. *Alexander Mackenzie and the North West*. Toronto: Oxford University Press, 1971. Illus. 219 pp.
- Grayson, L. M., and Grayson, J. Paul. *Paddles and Wheels: Everyday Life and Travel in Canada*. Toronto: Oxford University Press, 1974. Illus. 192 pp. \$3.95 (paperback)
- Hicks, Myrtle. *The Bridges I Have Crossed: Reminiscences of a Manitoba Farm Girl*. Brandon, Manitoba, 1973. (Available from the author, 309-26th Street, Brandon, Manitoba.) \$4.00
- Inderwick, Mary E. "The Lady and Her Ranch". *Alberta Historical Review* XV: 4, Autumn 1967.
- Innis, Mary Quayle, ed. *The Clear Spirit: Twenty Canadian Women and Their Times*. Toronto: University of Toronto Press, 1966. 304 pp. \$4.95 (paperback).
- Jones, Laura. "Hannah Maynard: Pioneer Photographer". *This Magazine* X: 1, Feb. 1976.
- MacEwan, Grant. *... And Mighty Women Too: Stories of Notable Western Canadian Women*. Saskatoon: Western Producer Prairie Books, 1975.
- Marsh, J. H. *The Fur Trade*. Toronto: Fitzhenry and Whiteside, 1974. Illus. 64 pp.
- Martinello, I. L. *Call Us Canadian*. Toronto: McGraw-Hill Ryerson, 1976. Illus. 375 pp. \$8.50
- Mayles, Stephen. *Building of the C.P.R., 1871-1885*. Toronto: Collier Macmillan, 1974. Illus. 59 pp. \$1.50.
- Mayles, Stephen. *William Van Horne*. Toronto: Fitzhenry and Whiteside, 1976. Illus. 64 pp.
- McClung, Nellie. *Clearing in the West*. Toronto: Thomas Allen. 378 pp. \$4.95 (paperback)
- Meakin, David, and Vincent, Jeremy. *This Land, These People*. Toronto: Longman Canada, 1973.
- Neering, Rosemary. *North West Mounted Police*. Toronto: Fitzhenry and Whiteside, 1974. Illus. 64 pp. \$2.20 (paperback)
- Neering, Rosemary. *Settlement of the West*. Toronto: Fitzhenry and Whiteside, 1974. Illus. 64 pp. \$2.20
- Neering, Rosemary, and Gregory, Richard. *Building of the Railway*. Toronto: Fitzhenry and Whiteside, 1974. Illus. 64 pp. \$2.20
- Ormsby, Margaret A., ed. *A Pioneer Gentlewoman in British Columbia: The Recollections of Susan Allison*. Vancouver: University of British Columbia Press, 1976. \$18.00
- Osbourne, Kenneth. *The Prairies*. Toronto: McClelland & Stewart, 1969. 127 pp.
- Rasmussen, Linda; Rasmussen, Lorna; Savage, Candace; and Wheeler, Anne, eds. *A Harvest Yet to Reap: A History of Prairie Women*. Toronto: The Women's Press, 1976. Illus. 240 pp. \$20.00 (cloth); \$8.95 (paperback)
- Robertson, R. W. W., ed. *New Homes in a New Land: The Settlement of the West*. Toronto: Burns and MacEachern, 1970. Illus. 25 pp. \$1.75 (paperback)
- Smith, D. B. *James Douglas: Father of British Columbia*. Toronto: Oxford University Press, 1971. 128 pp.
- Smith, James K. *Alexander Mackenzie*. Toronto: Fitzhenry and Whiteside, 1976. 64 pp.
- Sutherland, Neil, and Deyell, Edith. *Making Canadian History, Book 2*. Toronto: W. J. Gage, 1967. Illus. 234 pp. \$3.50
- Walters, Maureen Radley, and Cooke, Sharon Anne. *Canadian Patterns of Settlement*. Toronto: Thomas Nelson & Sons, 1973. Illus. 44 pp. \$1.75
- Willows, D. C., and Richmond, S. *Colony to Centennial*. Toronto: McGraw-Hill Ryerson, 1970. 388 pp. \$7.95 (hard cover)



Films

City of Gold. National Film Board of Canada, 1957. 16 mm. and 35 mm. \$105.00 or for rent.

This film offers a nostalgic recollection of the period when the Yukon gold fever was at its height.

Dry Landers. National Film Board of Canada, 1974. b/w, sound, 69 min. \$266.00 or for rent.

An epic story of the opening of the Canadian West and the drought that brought a depression in the 1930s.

Videotape Resources

The Videotape Program Service (VIPS) provides taped copies of OECA programs and programs acquired from other sources to educational institutions in the Province of Ontario for non-broadcast use. The expiry date is listed for each videotape.

Programs listed must be ordered on a VIPS order form available from:

VIPS Order Desk/OECA
P.O. Box 200, Station Q
Toronto, Ontario
M4T 2T1

The Fourth Wave (1896-1914). BPN 581503. b/w, sound, 28 min. Instructional Media Centre, University of Toronto. (Expires December 31, 1979.)

From 1896 to 1914, Canada experienced a major wave of immigration which settled the Prairies, filled the urban slums, helped to build two transcontinental railways, and

launched the mining industry. In this film the experiences of the newcomers and their impact on Canada's social and political development are illustrated through photographs of the period.

The Hutterites. BPN 580253. b/w, 30 min. (Expires August 31, 1980.)

The followers of Jacob Hutter have settled in farm communities, devoutly living by the rules laid down by their founder. Through the kindness of a Hutterite colony in Alberta, this NFB film was made inside the community and portrays all aspects of the Hutterites' daily lives.

The following programs were selected from a 26-program series, *The Canadian West*, produced by CKY TV in Winnipeg, which traces the development of Western Canada from the time of the Plains Indians to the present day. Expiry date for the programs is August 31, 1980.

Blankets and Beads. BPN 122103. colour, 25 min. The fur trade reigned supreme in the days of the North West and the Hudson's Bay companies. This program looks at the opposing policies of these two major companies, their ruthlessness, and their carelessness with the land and the native people.



Peasant Woman and Children, Winnipeg, 1907

Canyons of Gold. BPN 122109. colour, 25 min.

In 1858, gold was discovered in British Columbia. This program portrays the rush that followed the discovery, the way of life of the miners, and the two men who managed to prevent the Canadian Gold Rush from fully duplicating the lawlessness of the earlier California Rush — Matthew Begby, "The Hanging Judge", and Governor Douglas.

The Fur Trader. BPN 122105. colour, 25 min.

To the Indians, the land was not wild but a part of nature, as they themselves were. They had no desire to change the world that the Great Spirit had made. To the white fur traders, the Indians were savages and the land was there to be exploited: a confrontation between these two philosophies was inevitable.

The Hairy Men from the East BPN 122102. colour, 25 min.

Many Europeans came to Canada in the sixteenth and seventeenth centuries seeking trade in furs and minerals. In the harsh environment of the Canadian wilderness, it was the Indians who helped "the hairy men from the east" to survive.

Ho, for the Klondike. BPN 122117. colour, 25 min.

Events in the far-off Klondike had a profound influence on the Canadian West; all the cities benefited from the economic boom created by the gold seekers. Some, like Edmonton, grew from tiny fur-trading posts to major cities almost overnight. This program portrays Dawson City and its population.

The Métis. BPN 122106. colour, 25 min.

The Métis were the offspring of unions between fur traders and Indian women. At the beginning of the nineteenth century, they were a hardy, respected people with their own social framework. But the economic basis of their life was fragile, and increased European settlement in the West led to conflict and struggle.

Red River Settlement. BPN 122107. colour, 25 min.

After the Hudson's Bay and North West companies merged, the Red River existed as a peaceful settlement for fifty years. Get-rich-quick schemes flourished and died alongside the more stable institutions. But conflict between the settlers and the Métis broke out again and again before the city finally established a peaceful regime.

Ribbons of Steel. BPN 122114. colour, 25 min.

In the late nineteenth century Canada entered enthusiastically into railway building. Thousands of miles of track were laid by labourers who were forced to work under appalling conditions.

